

Social Studies Self-Inventory

I. Knowledge of Students

To what extent do I...?

	Seldom	Some- times	Freq.	Almost always
A. recognize and understand the implications of students' multiple roles (e.g., within their families, their school and society; as members of social/cultural groups).	1	2	3	4
B. use academic and personal knowledge of students as the point of departure for analysis of historical and contemporary topics.	1	2	3	4
C. recognize student diversity as an asset that can facilitate the pursuit of academic, social and civic goals.	1	2	3	4

II. Social Studies Content Knowledge

To what extent do I...?

	Seldom	Some- times	Freq.	Almost always
A. understand that knowledge in history/social studies is constantly evolving and that new information can lead to further understanding of both the past and the present.	1	2	3	4
B. choose content that builds a knowledge of diverse histories and cultures; geographic relationships; economic systems; and social, political, and religious forces that shape our nation and world.	1	2	3	4
C. develop units, lessons, and activities that help students perceive past events and issues as they were experienced by people at the time, in addition to the current perspective and perceptions.	1	2	3	4
D. understand that complex issues relating to both historical and current events are viewed through individual perspectives and should be a focus for student investigation and analysis.	1	2	3	4
E. understand the integrative nature of both themes (e.g., power, culture, change, technology) and the disciplines (e.g., history, economics, geography, civics) of the social studies.	1	2	3	4
F. enrich my knowledge of history/social studies content with ideas from the arts, sciences, humanities, and current events in all disciplines.	1	2	3	4

Comments/Reflections:

III. Learning Environment

To what extent do I...?

	Seldom	Some- times	Freq.	Almost always
A. encourage students to accept responsibility for contributing to an academic climate in which inquiry is fostered, learning is respected, and historical and critical thinking are the norm.	1	2	3	4
B. use a repertoire of activities and teaching strategies that encourage open-mindedness and respectful tolerance (e.g., raise questions and issues that help students recognize their individual prejudices and stereotypes, and model sensitivity and objectivity regarding controversial issues).	1	2	3	4
C. create a supportive environment which allows students to take intellectual risks while they develop deeper understandings of social and civic issues.	1	2	3	4
D. provide and structure the time, space and resources necessary necessary for all students to explore effectively history/social studies concepts and to investigate important history/social studies issues and problems.	1	2	3	4
E. create a classroom climate of openness, mutual respect and support, and the appropriate use of humor, where students enhance the learning of their classmates and where sensitive topics and controversial issues can be discussed responsibly.	1	2	3	4

IV. Social Studies Skills

To what extent do I...?

	Seldom	Some- times	Freq.	Almost always
A. introduce students to alternative interpretations of history/social studies, encouraging students to analyze information, weigh evidence, formulate hypotheses and support arguments with content-based evidence.	1	2	3	4
B. provide the tools and techniques for students to learn to think as historians, political scientists, geographers, economists, and/or social scientists.	1	2	3	4
C. encourage students to read widely and critically in order to recognize the difference between fact and conjecture, between evidence and assertion, and thereby to frame important questions.	1	2	3	4
D. help students to understand the significance of the past to their lives and to their society.	1	2	3	4
E. promote computer literacy through a variety of activities to, for example, monitor the continually changing political situation, to access primary documents, to keep current on world events.	1	2	3	4
F. create class activities, assignments, and assessment tasks (e.g., debates, discussions, essay and letter writing, and presentations) which help students develop reading, listening, speaking and writing skills within a history/social studies context.	1	2	3	4

V. Integrated Teaching and Learning

To what extent do I...?

	Seldom	Some- times	Freq.	Almost always
A. place content into historical, geographical and cultural perspectives, by helping students utilize knowledge and skills from a variety of disciplines.	1	2	3	4
B. choose, design and integrate instruction anchored by the most important themes, perspectives and concepts that are the foundations of history/social studies.	1	2	3	4
C. introduce and explore with students those recurring concepts and themes in human history and contemporary events that engage interest and inform awareness, judgment and action.	1	2	3	4
D. provide experiences for students that establish concepts and content linkages across time, cultures, ideologies and locations.	1	2	3	4
E. acquire and update my history/social studies knowledge in order to present relevant case studies, examples, models, precedent-setting events and principles that help students make connections and develop conceptual understandings.	1	2	3	4

VI. Challenging Teaching and Learning

To what extent do I...?

	Seldom	Some- times	Freq.	Almost always
A. develop lessons and assignments in which students gather and weigh evidence from various sources in order to make and communicate informed decisions about historical or current events.	1	2	3	4
B. provide lessons and assignments in which students think as historians, political scientists, geographers, economists or social scientists to inform their civic awareness, actions, and judgments.	1	2	3	4
C. provide opportunities for students to formulate questions about key historical or current events and investigate and critically evaluate multiple perspectives and positions using primary sources and documents.	1	2	3	4
D. help students to recognize and reconsider individual prejudices and stereotypes, and understand the implications of different points of view.	1	2	3	4

Comments/Reflections:

VII. Civic Competence

To what extent do I...?

	Seldom	Some- times	Freq.	Almost always
A. encourage the necessary values, skills and habits of mind (e.g., the perspectives and modes of thoughtful judgment derived from the study of history/social studies) that will enable students to become responsible citizens.	1	2	3	4
B. model and practice with students the kinds of reasoned decision making that conscientious citizens are called upon to do, encouraging students to consider their own beliefs, insights and knowledge base to guide their thinking.	1	2	3	4
C. include experiences that provide for the study of the ideals, principles and practices of citizenship in a democratic society and provide students with a variety of opportunities for active participation and leadership in the classroom, school and/or community.	1	2	3	4
D. design units, lessons, and activities which help students understand the significance of the past to their own lives and to their society.	1	2	3	4
E. select and present content in relevant ways that connects it with students' experiences and with school and community history, cultures and issues.	1	2	3	4

VIII. Assessment

To what extent do I...?

	Seldom	Some- times	Freq.	Almost always
A. establish clear history/social studies content and performance criteria and communicate these expectations to students.	1	2	3	4
B. use a variety of ongoing, formal and informal strategies to assess student understanding of history/social studies content and skills.	1	2	3	4
C. create and utilize performance assessments such as portfolios, videotapes, demonstrations, performances, and exhibits (e.g., History Day Competition, newscasts, computer presentations).	1	2	3	4
D. interpret and report assessment outcomes and provide constructive and sensitive feedback that helps students monitor their own progress and growth as independent learners.	1	2	3	4

Comments/Reflections:

IX. Professional Growth

To what extent do I...?

	Seldom	Some- times	Freq.	Almost always
A. reflect on my own practice, on students' performance, and on developments in the history/social studies field to continually extend their content knowledge and improve my teaching skills.	1	2	3	4
B. use input received from formal and informal with parents, guardians, students, and professional colleagues in order to reflect on and evaluate my planning, instruction, monitoring, and assessment techniques.	1	2	3	4
C. stay abreast of current events, research findings, debates, trends, and activities in the history/social studies field (e.g., attending professional conferences and workshops, reading professional journals, taking graduate coursework).	1	2	3	4
D. evaluate the possibilities and limitations of conventional practice and current research regarding history/social studies teaching and learning.	1	2	3	4
E. work with colleagues to influence history/social studies curricular decisions, strengthen history/social studies programs and staff development, share ideas and materials, encourage an attitude of experimentation and collaboration, and help establish and sustain a community of learners.	1	2	3	4
F. contribute to the advancement of the social studies profession (i.e., actively participating in professional organizations, advocating for social studies before non-educational groups, writing articles for journals, newspapers, or professional publications, etc.).	1	2	3	4

Comments/Reflections: